

Gallman Elementary

255 Hawkins Road
Newberry, S.C. 29108

Grades	PK-5 Elementary School	
Enrollment	338 Students	
Principal	Cathie Hartzog	803-321-2655
Superintendent	Dr. Walter Tobin	803-321-2600
Board Chair	Mr. Lee Attaway	803-345-7083

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	57	34	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Below Average	Below Average	Yes

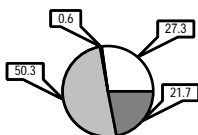
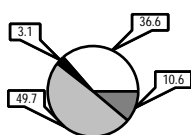
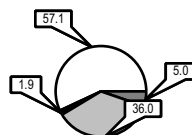
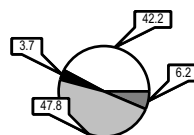
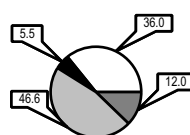
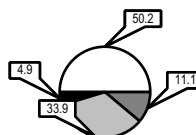
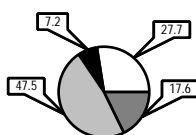
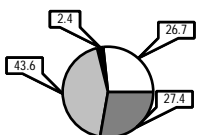
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	178	98.9	26.3	50.6	22.5	0.6	33.8	Yes	Yes
Gender									
Male	104	98.1	31.9	49.5	17.6	1.1	30.8		
Female	74	100.0	18.8	52.2	29.0	0.0	37.7		
Racial/Ethnic Group									
White	36	97.2	19.4	45.2	32.3	3.2	45.2	I/S	I/S
African American	116	99.1	25.5	56.4	18.2	0.0	29.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	24	100.0	47.1	17.6	35.3	0.0	41.2	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	130	100.0	21.0	55.5	22.7	0.8	39.5		
Disabled	48	95.8	41.5	36.6	22.0	0.0	17.1	I/S	Yes
Migrant Status									
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	170	98.8	24.5	52.3	22.6	0.6	34.2		
English Proficiency									
Limited English Proficient	22	100.0	53.3	20.0	26.7	0.0	33.3	I/S	I/S
Non-Limited English Proficient	156	98.7	23.4	53.8	22.1	0.7	33.8		
Socio-Economic Status									
Subsidized meals	143	100.0	28.1	51.6	20.3	0.0	30.5	Yes	Yes
Full-pay meals	35	94.3	18.8	46.9	31.3	3.1	46.9		

Mathematics – State Performance Objective = 36.7%									
All Students	178	98.9	35.6	50.0	11.3	3.1	30.0	Yes	Yes
Gender									
Male	104	98.1	36.3	50.5	11.0	2.2	27.5		
Female	74	100.0	34.8	49.3	11.6	4.3	33.3		
Racial/Ethnic Group									
White	36	97.2	25.8	45.2	22.6	6.5	54.8	I/S	I/S
African American	116	99.1	38.2	51.8	8.2	1.8	21.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	24	100.0	41.2	41.2	11.8	5.9	41.2	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	130	100.0	27.7	56.3	11.8	4.2	36.1		
Disabled	48	95.8	58.5	31.7	9.8	0.0	12.2	I/S	Yes
Migrant Status									
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	170	98.8	34.8	50.3	11.6	3.2	29.7		
English Proficiency									
Limited English Proficient	22	100.0	46.7	40.0	6.7	6.7	33.3	I/S	I/S
Non-Limited English Proficient	156	98.7	34.5	51.0	11.7	2.8	29.7		
Socio-Economic Status									
Subsidized meals	143	100.0	38.3	50.8	8.6	2.3	24.2	Yes	Yes
Full-pay meals	35	94.3	25.0	46.9	21.9	6.3	53.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	178	98.9	55.0	38.1	5.0	1.9	6.9
Gender							
Male	104	98.1	53.8	38.5	4.4	3.3	7.7
Female	74	100.0	56.5	37.7	5.8	0.0	5.8
Racial/Ethnic Group							
White	36	97.2	38.7	45.2	6.5	9.7	16.1
African American	116	99.1	58.2	38.2	3.6	0.0	3.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	24	100.0	64.7	23.5	11.8	0.0	11.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	130	100.0	51.3	40.3	5.9	2.5	8.4
Disabled	48	95.8	65.9	31.7	2.4	0.0	2.4
Migrant Status							
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	170	98.8	53.5	39.4	5.2	1.9	7.1
English Proficiency							
Limited English Proficient	22	100.0	73.3	13.3	13.3	0.0	13.3
Non-Limited English Proficient	156	98.7	53.1	40.7	4.1	2.1	6.2
Socio-Economic Status							
Subsidized meals	143	100.0	60.9	34.4	4.7	0.0	4.7
Full-pay meals	35	94.3	31.3	53.1	6.3	9.4	15.6

Social Studies							
All Students	178	98.9	40.6	48.8	6.9	3.8	10.6
Gender							
Male	104	98.1	39.6	49.5	6.6	4.4	11.0
Female	74	100.0	42.0	47.8	7.2	2.9	10.1
Racial/Ethnic Group							
White	36	97.2	29.0	45.2	6.5	19.4	25.8
African American	116	99.1	45.5	49.1	5.5	0.0	5.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	24	100.0	35.3	52.9	11.8	0.0	11.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	130	100.0	34.5	53.8	6.7	5.0	11.8
Disabled	48	95.8	58.5	34.1	7.3	0.0	7.3
Migrant Status							
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	170	98.8	40.0	49.0	7.1	3.9	11.0
English Proficiency							
Limited English Proficient	22	100.0	40.0	53.3	6.7	0.0	6.7
Non-Limited English Proficient	156	98.7	40.7	48.3	6.9	4.1	11.0
Socio-Economic Status							
Subsidized meals	143	100.0	44.5	47.7	7.8	0.0	7.8
Full-pay meals	35	94.3	25.0	53.1	3.1	18.8	21.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	181	100.0	35.2	48.0	16.2	0.6	16.8
	5	201	98.5	43.8	47.9	7.8	0.5	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	61	96.7	11.3	49.1	39.6	0.0	39.6
	4	49	100.0	27.9	53.5	16.3	2.3	18.6
	5	68	100.0	36.1	52.5	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	181	100.0	21.8	54.7	17.9	5.6	23.5
	5	201	99.0	38.9	46.6	9.3	5.2	14.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	61	96.7	37.7	49.1	11.3	1.9	13.2
	4	49	100.0	30.2	44.2	18.6	7.0	25.6
	5	68	100.0	36.1	57.4	4.9	1.6	6.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	61	96.7	49.1	43.4	5.7	1.9	7.5
	4	49	100.0	39.5	44.2	11.6	4.7	16.3
	5	68	100.0	73.8	26.2	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	61	96.7	34.0	50.9	7.5	7.5	15.1
	4	49	100.0	30.2	58.1	7.0	4.7	11.6
	5	68	100.0	54.1	41.0	4.9	0.0	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 338)				
First graders who attended full-day kindergarten	96.6%	N/A	100.0%	100.0%
Retention rate	2.5%	Up from 1.0%	3.5%	3.0%
Attendance rate	96.6%	No change	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.3%	Down from 10.6%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.2%	Up from 9.0%	3.6%	3.2%
Eligible for gifted and talented	1.1%	Down from 7.4%	8.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.1%	Down from 15.4%	8.5%	8.2%
Older than usual for grade	3.0%	Up from 2.1%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.8%	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	38.2%	Down from 42.9%	48.6%	52.6%
Continuing contract teachers	91.2%	Up from 75.0%	82.2%	83.3%
Highly qualified teachers	100.0%	No change	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	0.0%	0.0%
Teachers returning from previous year	71.6%	Down from 81.8%	86.2%	87.0%
Teacher attendance rate	95.2%	Down from 95.6%	94.9%	95.0%
Average teacher salary	\$39,914	Up 5.2%	\$41,078	\$41,703
Prof. development days/teacher	17.5 days	Up from 13.1 days	13.1 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 19.1 to 1	18.0 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 90.7%	89.7%	89.8%
Dollars spent per pupil*	\$5,742	Down 3.7%	\$6,549	\$6,242
Percent of expenditures for teacher salaries*	67.2%	Down from 69.2%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.1%		89.4%	
Highly qualified teachers in high poverty schools	98.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With much excitement and anticipation the "new" Gallman Elementary opened our doors on August 6, 2004 to a new population of students, the majority having previously attended one of the three city elementary schools. Gallman previously served all of the 4th and 5th grade students in the city of Newberry and its surrounding rural area, but with the opening of the new school, the grade structure changed to Pre-K-5th grade. With a new faculty, a new school and a new grade structure, the school met the challenge with great enthusiasm and dedication.

The faculty began its bonding experience with a summer retreat and started the building process toward establishing a family friendly school with emphasis on meeting the needs of each child in a caring and nurturing manner. Our success in meeting this goal culminated in our selection as a Red Carpet School in our first year of operation. We could not have achieved this award without the hard work and support of our staff, parents and the community.

Gallman has no prior PACT scores as a Pre-K-5 school due to this being our first year of operation with the new grade structure. However, a review of past scores from all schools plus frequent grade-level collaboration assisted teachers in finding the areas of greatest need. It was determined that English/Language Arts and writing were areas needing the most attention with math following close behind. In order to focus attention in these areas, teachers were given professional development opportunities in best practices along with monthly Book Studies to help improve student achievement. The Principal participated in the school, district and state sponsored professional development and Book Studies.

Highlights of this year include: funding of the 21st Century After School grant and the PLUS after-school program, purchasing of over \$15,000 of books for classroom usage, approximately 22% of the staff working on higher degrees, having a Parenting Coordinator, receiving the Landscape for Learning grant, participating in Math-A-Thon, Jump Rope for Heart, and a service project for our soldiers sponsored by the Blue Star families, maintaining an extensive school-wide recycling program, receiving over \$10,000 from our successful PTO fundraisers for playground equipment, receiving funds through the Title One program and a strong commitment toward the application of technology in the classroom.

Academic achievement in a safe, nurturing environment with the support of families and the community will continue to be our goal as we continue "Leaping into Learning" at Gallman Elementary School.

Cathie Hartzog, Principal
Karen Lever, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	58	41
Percent satisfied with learning environment	97.2%	89.7%	95.0%
Percent satisfied with social and physical environment	100.0%	86.2%	85.0%
Percent satisfied with school-home relations	88.6%	93.1%	74.4%

*Only students at the highest elementary school grade level at this school and their parents were included.